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ABSTRACT

This document is a comprehensive two-way Spanish immersion third grade curriculum. The paper highlights the Maxwell Elementary Escuela de Inmersion de Espanol, Fayette County Public Schools, Lexington, KY. It includes "essential questions," a scoring guide, and detailed instructional sequence guidelines. Detailed ideas are provided for the subjects of reading, writing, mathematics, science, social studies, and Spanish. (KFT)

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ED 459 611

Maxwell Elementary Escuela de Inmersión en Español

Fayette County Public Schools
Lexington, KY

Spanish Immersion Program Curriculum
…A holistic approach to second language acquisition.

Curriculum Alignment: every grade, every content, every teacher
ACTFL – Boston. 2000
Nancy Byrum, Sara Szwilski, María Thompson

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IMMERSION PHILOSOPHY

An "immersion" approach to language learning makes bilingualism an attainable goal and provides exciting opportunities for children to gain deeper insights into themselves and other ways of thinking and self-expression. An immersion setting greatly contributes to the child's development of verbal creativity and problem-solving skills, since the student is learning to cope and succeed in an unfamiliar environment.

The concept of early immersion and second language programs is based on the following rationale:

> Language learning should be started early in order to provide the maximum number of contact hours in the second language. Studies have shown a direct correlation between the amount of time spent using the second language and the level of fluency attained.
>
> In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations to convey wants, thoughts, and feelings. Immersion programs involve the student in the use of the second language for communicating in normal everyday situations and in subject content learning. Children learn the second language very much as they learn their first language.

PROGRAM DESCRIPTION

One-half of the school day is spent in the target language and one-half of the school day in English. Language arts/reading and social studies concepts are the responsibility of the English language teacher. The Spanish teacher is responsible for math, science, and language arts in the foreign language. Math and Science concepts may be introduced in English when needed and continued in Spanish. The curriculum of the program addresses all mandates of KERA as any other elementary program. Both the English and Spanish teacher must plan closely to assist each other to provide effective instruction for students.

GOALS

There are four goals of the Spanish Immersion Program.

1. Functional proficiency in the second language; children are able to communicate in the second language on topics appropriate for their age level
2. Mastery of subject-content material as defined by KERA
3. Cross-cultural understanding
4. Achievement in English language arts comparable to or surpassing achievement of students in English-only programs

To realize these goals each student is expected to work to the best of his/her ability, to develop and maintain a positive, serious attitude about the foreign language, and to remain with the Spanish Immersion Program throughout the twelfth grade.

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Sharing and Cooperating in our World

Audience: 3rd Grade Students

Unit: Sharing and Cooperating in our World-1st Trimester

Organizer: The organizer defines a theme for study (life issue, problem, or question) that is meaningful to students. The organizer should help students understand why the learning is important and how it relates to the real world. What real life problems are suggested by the Academic Expectation, Demonstrators, and topic you have chosen.

Standards:

1.2 Relate reading experiences to life situations.
Using a variety of strategies to construct meaning.

2.1 Design, conduct, and report an investigation or experiment.
Infer and formulate explanations or predict an outcome based on data.

2.3 Analyze how the properties of the components of a system affect their function within a system.
Distinguish between systems and subsystems and describe interactions between them.

2.16 Demonstrate an ability to function as part of a social system.
Identify culture bias and stereotyping.

2.20 Examine cause and effect and multiple causation.
Distinguish among past, present and future.

5.1 Recognize sequential relationships.
Classify ideas, objects, situations into categories.

Culminating Performance

At the end of our learning about sharing and cooperating in our world, the students will develop a filmstrip with drawings showing examples of sharing and cooperating in our environment, government or within Native American culture.

Essential Questions

How do living organisms share and cooperate as they interact with the environment?

- Research and compare regions of the world.
- Investigate interdependence of natural resources.
- Analyze how landforms affect the lifestyles of populations.
- Illustrate sharing and cooperation of locations through development of map skills.
- Classify and describe different organisms (plants and animals) that share and cooperate in the environment.
- Discuss the sharing of numbers when regrouping for subtraction.
- Compare and contrast numbers in the environment.
- Describe the sharing and cooperation which occurs in food chains.
- Diagram food chains.
- Describe the different aspects of habitats and the necessity of them.
- Manipulate numbers to show the sharing processes of multiplication and place value.
- Define a system including the cooperation within it.

What positive effects result from the sharing and cooperation of people in communities?

- Discuss the necessity of rules, including school and classroom rules.
- Model and practice school and classroom rules.
- Define democracy as a form of cooperative government.
- Contrast democracy with dictatorship.
- Participate in democratic voting simulations.

How have people cooperated and shared ideas, skills, and resources throughout history until now?

- Develop strategies for problem solving.
- Develop a historical perspective of early Americans.
- Identify stereotypes.
- Develop strategies to eliminate stereotypes.
- Explain how the lifestyles of native peoples depended upon natural resources.
- Native American Day.
- Develop the Metric and British measurement skills.

How is the environment affected when people fail to share and cooperate with it?

- Describe past effects of lack of cooperation on native peoples and early European immigrants.
- Develop positive attitudes toward caring for the environment.
- Plan ways of protecting the environment.
- Discuss what occurs when members of a community such as a school or classroom fail to follow rules and standards.

Scoring Guide

I	The filmstrip shows precisely and accurately four drawings which illustrate sharing and cooperating in our world (environment, government, or within Native American culture).
49	The filmstrip shows precisely and accurately three drawings which illustrate sharing and cooperating in our world (environment, government, or within the Native American culture).
4	The filmstrip shows precisely and accurately two drawings which illustrate sharing and cooperating in our world (environment, government, or within the Native American culture).
4–	The filmstrip shows precisely and accurately one drawing which illustrates sharing and cooperating in our world (environment, government, or within Native American culture).

Instructional Sequence

English

Week 1 School/community sharing
Rules and Responsibilities
Littles Go to School
Review subtraction with regrouping

Week 2 World Cooperation
World Region Characteristics
Desert Mountains
Forest Rainforest
Tundra Grasslands
Littles Book Clubs-story elements and maps

Week 3 World Cooperation-region research
Mysteries Clubs-cooperating for clues
Multiplication intro.
Problem solving strategies

Week 4 Problem solving
Mystery clubs
Writing-descriptive language
Place value to 1,000's

Week 5 Sharing in Government
-Democracy vs. Dictatorship
-Class President
Personal writing

Spanish

Week 1 School rules
Review of addition/subtraction with regrouping
Class routine
Writing activity about summer vacation

Week 2 Intro. Of multiplication table 0 x 1
Copy poems
Map skills
Plants/terrarium
Measurement (inch, foot)

Week 3 Systems/subsystems
Measurement (yards, miles)
Map Skills
Data organization
Regrouping (+, -)
Introduction of multiplication 2
Multiplication table 2

Week 4 Map Skills
Organisms
Populations
Characteristics of good habitats

Week 5 Graphs (pictographs)
Migration
Geography song
Dispersion/barriers
Intro. Multiplication 3

Week 6 City government
-Field trip to City Hall
-Town Council Story Path & Similation
-Class President
Personal writing

Week 7 Sharing in Our Land
-First Arrivals
-Natural Resources
-Stereotypes of Native Americans
Cursive started

Week 8 Cooperating with and sharing the land
-Native Am. Northwest Coastal Region

Week 9 Native Am. Southwest Region

Week 10 Native Am. Plains Region

Week 11 Native Am. Eastern Woodlands Region
Trail of Tears

Week 12 Native American Day
Stereotypes-Positively Native Video
Culminating Performance

Week 6 Graphs (bar)
Ordering numbers
Comparing numbers (<,>,=)
Biotic potential
Predator, prey
Multiplication 3

Week 7 Food chain/web
Producer, consumer
Herbivores, carnivores, homnivors
Patterns
Intro. Multiplication 4

Week 8 Habitats (desert, forest, rain forest, swamp, water)
Multiplication 4

Week 9 Place value
Intro. Multiplication 5
Assessment multiplication (0-4)
Rounding off (10-100)

Week 10 Animal classification
(vertebrates, fish, amphibians, reptiles, birds, mammals)
Intro. Multiplication 6

Week 11 Metric system
Prefixes
Length, weight, capacity
Assessment of vertebrates
Multiplication 6

Week 12 Unit culminating activity
Math and science assessment

Subject **Reading**

Content	Skills/Demonstrators	Assessments
Informational Reading-includes a variety of selections such as excerpts from scientific journals, cultural and news magazines, and newspaper articles. Information reading requires the application of unique techniques and strategies in order to interpret text effectively. Uses the following to more completely understand the passage: • Pictures • Lists • Tables • Charts • Graphs • Tables of contents • Indexes • Glossaries • Headings • Captions Identifies how the passage is organized: • Sequence • Cause and effect • Comparison Identifies main ideas and the details supporting main ideas. Based on what is read, student is able to: • Make predictions • Draw conclusions	• Show how interest by listening to and/or reading a multicultural variety of print materials. • Select and use appropriate print materials for a variety of purposes. • Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning. • Exhibit fluency in reading. • Respond to reading through a variety of forms (e.g., conversation, art, media, writing).	• Students will use several sources to complete graphic organizers on Native Am. Regions.

Literary Reading-includes short stories, novels, essays, poetry, and plays. Literary reading has traditionally formed the foundation of reading and consists of a broad range of classical and modern texts. The passages represent both historical and cultural perspectives. Understand the meaning of a passage taken from texts recognized as appropriate for elementary school students. Knows the difference among: Fiction Non-fiction Poetry Plays Describes: Characters Plot Setting Conflict of a passage Use word recognition strategies to determine pronunciations and meanings of words in passages: Phonetic principles Context clues Structural analysis	• Exhibits fluency in reading • Relate reading experiences to life situations • Respond to reading through a variety of forms (e.g., conversation, art, media, writing) • Select and use appropriate print materials for a variety of purposes	• Reading response log • Story maps • Illustrations • In-Quest • Teacher developed tasks

Supplementary Instructional Materials and Resources
The Little's Go to School (And other Little's Books)
Class President
Nate the Great - Mystery
Cam Jansen - Mystery
The Boxcar Children - Mysteries
The Discovery of the Americas
The Courage of Sarah Noble
The Sign of the Beaver
If You Lived with the Iroquois
If You Lived with the Sioux Indians
If You Lived with the Cherokee
If You Lived with the Hopi
Muggie Maggie - Scholastic
Scholastic Literacy Place, What's New, Unit 1
Scholastic Literacy Place, Big Plans Problem Solving, Unit 2

Subject **Writing**

Content	Skills/Demonstrators	Assessments
Audience/Purpose • Understand reason for writing • Varies form of writing, uses relevant elements • Maintains focus	• Writes for authentic purposes • Reflects personal choice and interest in topic • Writes to convey message to self and others (audience) • Identifies and addresses audience needs • Uses tone and language appropriate for audience and purpose • Shows appropriate voice in text • Sustains focus throughout piece • Reflects content of piece in title • Focus: personal narrative, reflective, informational, opinion, persuasive, practical, imaginative, poetry	
Correctness • Handwriting (cursive) • Spelling • Capitalization • Punctuation • Grammar	• Uses legible cursive writing • Completes transition to conventional spelling • Spells high frequency words correctly • Consults classroom resources for spelling • Uses correct grammar • Demonstrates attention to conventions (capitalization, end marks, abbreviations quotation marks, commas, etc.)	
Personal Expressive • Personal Narrative • Memoir	• Writes personal narratives (focus on important event), memoirs (focus on important period in life or relationship), and vignettes (focus on moment) • Reflects on and communicates depth of feeling about the event, period, or relationship in narratives or memoirs • Engages in expressive writing (journal, writing to learn, free writing, reading, response or learning log)	• Personal Narrative Checklist from Building the Foundation the Write Way

	• Responds to on-demand prompt with narrative based on real life experiences • Writes friendly letters • Writes notes	
Writing to Learn • Pictures, Observations • Diagrams • Graphic Organizers • Letter • Report • Article	• Produce real world writing for different purposes • Writes articles (e.g., feature, magazine, and newspaper) • Writes to inform (see content area discourse resource page) • Writes directions • Explains steps in a process • Begins to write pieces to explain a process or concept • Writes "how to…" pieces	
On Demand Various types (narrative, transactive, literary)	• Produce writing in an on-demand situation that narrates, persuades, or responds to text, graphic, chart or real world experience	• Write once a month/after writing process is introduced • Specific skills checklist
Supplementary Instructional Materials and Resources		
Building the Foundation the Write Way The Most Wonderful Writing Lessons Ever The Mysteries of Harris Burdick		

Subject Math

Content	Skills/Demonstrators	Assessments
• Place value • Ordering numbers • Multiple representations of numbers • Add whole numbers using a variety of methods (mental, paper/pencil, calculator) • Subtract whole numbers using a variety of methods (mental, paper/pencil, calculator) • Multiply whole numbers using a variety of methods (mental, paper/pencil, calculator) • Meaning of multiplication • Skip-count forward • Skip-count backward • Estimate quantities of objects and computational results • Nonstandard units of measurement • Standard units of measurement in English • Standard units of measurement in Metric • Use standard units to measure length • Use standard units to measure area • Use standard units to measure liquid capacity • Use standard units to measure volume • Use standard units to measure money • Use standard units to measure time • Use standard units to measure temperature • Use standard units to measure weight • How units with the same measurement system (English, metric) are related • Number sentences with missing values • A positive coordinate system of graphing • Find rules for patterns • Extend pattern • Create patterns	• Life situations • Apply appropriate computational method/tool (estimation, mental arithmetic, paper and pencil, calculator, computer) to solve real-life problems • Use manipulatives and other strategies to communicate algorithms • Identify real-life situations where • Estimate quantities to predict a solution • Explore a variety of measuring tools • Analyze and predict using patterns	• Formal assessments and tests from textbook • Teacher developed tasks

• Find solutions to number sentences with missing values (e.g. 7+[] = 10; []+5 >14 • Graph points on a number line • Graph points on a positive coordinate system • How word sequences are alike • How word sequences are different • How rules involving numbers can be derived • How rules involving operations can be derived • How properties of addition are used in computation (number sense 24+9=24+10-1) • How properties of subtraction are used in computation (numbers sense 24+9=24+10-1) • How the base 10 number system relates to place value (e.g. ten ones make one ten)	• Make connections related to mathematical concepts	
Supplementary Instructional Materials and Resources		

Subject Science

Content	Skills/Demonstrators	Assessments
Organisms and Their Environments • Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. • The world has many different environments, and distinct environments support the life of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations. • All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; others are beneficial. • Some kinds of organisms that once lived on earth have completely disappeared. Fossils provide evidence about plants and animals that lived long ago and the nature of the environment at that time.	• Observe animal behaviors using the terms predator and prey. • Identify a variety of habitats and the life forms associated with them. • Predict the effect on the population of an organism if the death rate increased. • Observe, record, and analyze. • Investigate factors that influence biotic potential. • Investigate factors affecting population increases and decreases. • Observe plant and animal characteristics and make inference about their habitats. • Observe that when a population becomes too large for the area, individuals may die or be displaced. • Collect and observe fossils from your local environment.	
The Characteristics of Organisms • Living organisms are classified into groups by using various features	• Classify organisms based upon physical similarities.	
Supplementary Instructional Materials and Resources		

Subject **Social Studies**

Content	Skills/Demonstrators	Assessments
Native American cultures have similarities and differences. The study of US history is categorized into broad historical periods and eras: • Land and People before Columbus	• Recognize the existence of different perspectives • Distinguishes among past, present, and future	• Open response question with rubric
The purpose of a government's rules and laws is to establish and maintain order: • school rules Responsibilities of the individual extend to specify roles within various groups including: • school • class • community	• Participates and cooperates and cooperates in a group	• City council simulation
The Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity people create regions. • Every place is unique and can be described by it human characteristics. • Every place is unique and can be described by its physical characteristics. Physical characteristics of a place include its: • landforms • climate • water • plants • animals • rivers used as boundaries or transportation • natural resources may be classified as: renewable, not renewable	• Understand geographic vocabulary: gulf, plateau, etc. • Recognizes that everything has a location	

Patterns emerge as humans move, settle, and interact on Earth's surface. • Human populations gather in groups of different sizes and in different locations in the world. • Humans settle where there are adequate natural resources to meet their needs: areas with water, fertile land, protected land, transportation		
As cultures emerge and develop, conflict and competition may occur. • e.g. war, disagreements, arguments, stereotypes, prejudice Various human needs are met through interaction in and among social groups. • Teams • Clubs	• Identifies cultural bias and stereotyping • Explore factors (e.g., prejudice, age, socioeconomic, culture) which influence different perspectives.	• Stereotypes identified

Supplementary Instructional Materials and Resources

Regions:
Life in the Deserts
Life in the Rainforest
Life in the Mountains
On the Pampas-Scholastic
Life in the Polar Lands
Democracy:
Kids Voting
Native Am:
The.: Discovery of the Americas
If You Lived with the Iroquois
If You Lived with the Sioux Indians
If You Lived with the Cherokee
If You Lived with the Hopi
Children of the Wind and Water
Videos:
Natural Resources

Subject: Spanish A. Oral Language Development

Specific Goals: COMMUNICATION-Communicate in Languages Other Than English Standard 1.1: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions. **CULTURES**-Gain Knowledge and Understanding of Other Cultures. **CONNECTIONS**-Connect with Other Disciplines and Acquire Information. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. **COMPARISONS**-Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. **COMMUNITIES**-Participate in Multilingual Communities at Home and Around the World. Standard 5.1: Students use the language both within and beyond the school setting.

Review Vocabulary	Core Vocabulary	Compatible Vocabulary	Structures
La planta	Organisms and Their Environment	Organisms and Their Environment	Organismos. Y el Medio Ambiente
El animal	El organismo	La tierra	¿Cómo es _____?
El árbol	El sistema	Herbívoro	¿Cuál es _____?
La semilla	El subsistema	Carnívoro	¿Qué forma tiene?
	El ciclo de vida	Omnívoro	¿Cuánto mide _____?
	El productor	El desierto	¿Cuántas _____hay?
	El consumidor	La selva tropical	....Va adentro de _____.
	El agente de descomposición	El bosque	
	El depredador	La pradera	
	La presa	El mar	
	La capacidad de sostenimiento		
	La cadena alimenticia		
	La red alimenticia		
	La población		
	La dispersión		
	La barrera		
	El medio ambiente		
	El habitat		
	La ecología		
	Los animales vertebrados		
	La columna vertebral		
	Los peces		
	Los anfibios		
	Los reptiles		
	Las aves		
	Los mamíferos		

	Mapas El mapa La brújula Los puntos cardinales el norte el sur el este el oeste La rosa de los vientos La dirección La distancia La leyenda (La descripción de los símbolos usados en un mapa). El símbolo La escala		Mapas ¿Dónde está _____? ¿En qué dirección _____?
Supplementary Instructional Materials and Resources			

Subject: Spanish B. Language Arts Skills

Listening	Speaking	Reading	Writing
The student will: • Review entry level and year two. • Follow oral directions: teacher designed activities, specific tasks.	The student will: • Review entry level and year two. • Use courtesy expressions appropriately, i.e.: por favor, ¿puedo…? Lo siento, gracias, de nada • Understand the effect volume, pitch, tone and inflection have on feelings. • Present oral reports. • Memorize poems, songs. • Expresses wished and needs: Tengo hambre, estoy enfermo, etc. • Participate in group discussion: stories, story elements, story problems, titles	• Review entry level and year two. • Comprehending literature - *Recognizes plot, setting, and characters. *Exposure to different types of literature: poetry, fables, legends • Recognize techniques and elements of style: *Recognizes reality and fantasy *Distinguishes between fact and opinion	• Review entry level and year two. • Dictations. • Writes simple grammatically correct sentences. • Vocabulary words Grammar - The student will: • Review entry level and year two • Start using verb forms correctly in present tenses (1st & 2nd person singular/plural) • Introduction to conjugation patterns for : ■ hablar ■ leer ■ escribir • Use of 1st & 2nd person singular/plural • Use of "tu vs. Ud."

			• Commands (Imperativo) • Spelling, accents

Supplementary Instructional Materials and Resources

Los Organismos y su Medio Ambiente
SCHIS3
Yaci y su Muñeca
Oruga Muy Hambrienta (Eric Carle)
El Libro de la Palomita de Maíz (Tomi Paola)
El Gran Capoquero (Lynne Cherry)
El Arbol Generoso (Shel Silverstein)
La Huella de los Animales (David Drew)
Por amor a nuestra Tierra (P.K. Hallinan)
Dentro del Arrecife de Coral (K. Muzik)
El último arbol (Stepan Zavrel)
El Bosque Tropical (Hellen Cowcher)
Stelaluna (Janell Cannon)
Coyote (Gerald McDermott)
En el Pais del Dulce Hogar
Nadarín (L. Lionni)
Las Pesca de Nessa
El Pez Arco Iris

Mapas
Los Mapas (Chris Jaeggi)
Mapas y Glovos Terráqueos (Jack Knowlton)
Mapas rompecabezas de los Estados Unidos (Nancy L. Clouse)
El Paseo de Rasita

Sharing and Cooperation
Los Cinco Hermanos Chinos (Claire Huchet Bishop)
El Sancocho del Sábado (Leyla Torres)
Una canasta de cumpleaños para Tía (Pat Mora)
Qué monton de Tamales! (Gary Soto)